

SOCIOLOGY 418: CRIMINOLOGY AND DELINQUENCY (4 Credits)

Fall Quarter 2019

Location: 269 Cramer Hall & on D2L

F2F: 11:30-12:35pm Mondays & Wednesdays

Professor: M. Thompson, Ph.D.

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Office Hours: 1-3 Mondays and by appointment

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TA: Mrs. R. Petean, M.S.

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Office Hours: 11:30-1:30 Thursdays

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Logic of the Course

This course offers an overview of sociological theory and research on crime and delinquency. We start by critically examining the social facts surrounding the measurement, extent, and distribution of crime and delinquency. Next, we study the principal sociological explanations of criminal behavior. These theories provide conceptual tools for analyzing a monograph detailing crime and delinquency among marginalized young men in Oakland, CA. We conclude by examining the criminal and juvenile justice systems, their treatment of offenders, and how this treatment affects future behavior.

Objectives of the Course

- To *understand* how crime and delinquency are currently measured and the extent and distribution of criminal behavior according to these measures.
- To gain a *working knowledge* of the key sociological theories of crime and delinquency.
- To *apply* the conceptual tools of these theories to selected case studies.
- To *critically evaluate* concrete policy responses to crime and delinquency.

Required Texts (available at PSU bookstore; the Barkan text is also on reserve at Wilson Library)

- Barkan, Steven E. Barkan. 2015. *Criminology: A Sociological Understanding (6th Edition)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Rios, Victor M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press.
- Selected articles accessible online and through e-reserve (hyperlinks in syllabus).

Course Requirements (170 possible points)

10 pts. Active in-class participation. Students must come to class prepared to discuss the assigned readings; in-class group discussions, write-ups, and individual exercises.

20 pts. Active online participation. Weekly online work, including individual and group discussion of course material.

45 pts. Midterm Exam.

40 pts. Paper. An analysis of *Punished* and its connection to class material.

55 pts. Final examination. The final exam is cumulative, but it focuses on material covered after the midterm exam.

Grading Scale	Letter Grade	Point Ranges for Associated Grade
92% and above	A	156-170
90-91%	A-	153-155
88-89%	B+	150-152
82-87%	B	139-149
80-81%	B-	136-138
78-79%	C+	133-135
72-77%	C	122-132
70-71%	C-	119-121
60-69%	D	102-118
Below 60%	F	101 and under

Course Policies and Information

- Late/Missed Assignments. Assignments, exams, and readings should be completed by the beginning of class on their due date. Late work is penalized 10% per day. Please document any family or medical emergency and notify the professor or TA before class or before the assignment deadline (email preferred). Missed in-class participation activities **will not** be accepted without an excused absence.
- Course announcements. Please check D2L frequently (a minimum of 2 times per week) for any announcement related to the course.
- Contact for technical support: Helpdesk. Computing and D2L questions should be directed to the Helpdesk (www.pdx.edu/oit/contact). They may be contacted in the following ways.
 - Phone: 725-4357 (5-HELP)
 - Online through the Help Center:
<https://portlandstate.atlassian.net/servicedesk/customer/portals>
 - Visit the help desk in the lobby of FMH 724 Harrison (formerly Neuberger Hall). Users experiencing wireless connectivity issues are especially encouraged to visit in person for hands-on troubleshooting.
- Class Notes. If you must miss a face-to-face class meeting, get notes from one of your classmates. Then see me to clarify anything you do not understand. I will post PowerPoint slides on D2L so you can view missed outlines for class discussion. One note of warning, however: I view my PowerPoint slides as an outline of the day's lecture and *they should in no way be considered a sufficient replacement for attending class*, paying attention, and taking your own notes.
- Access and Inclusion for Students with Disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

- Offensive Material. Crime and delinquency encompass behaviors ranging from minor deviance to severe crime. In learning about crime and delinquency in this course students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course material.

- Classroom Etiquette. Failure to meet minimal standards of classroom etiquette is disruptive to your classmates. Therefore, you are expected to come to class on time, stay throughout the class period, and to refrain from inappropriate conversation. You are also expected to mute your cell phone or turn it off. If you are using a laptop or tablet during class, you are expected to use it *only* for note taking purposes and/or working on this class's D2L page, and not for checking email, playing games, or any other purpose.

- Net Etiquette. In all electronic course communications, whether formal or informal, you are required to observe the rules of net etiquette. These include the following rules:
 - Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word.
 - Avoid personal attacks. If you read a message that you suspect might be a personal attack, resist the temptation to fire off a response. Instead, let your response sit before sending or request that your instructor resolve the situation.
 - If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language.
 - Be respectful when making a comment or responding to others' comments. This rule is the same as for face-to-face classroom behavior. However, as we are not going to have body language and tone of voice in our online communications, please use formal English appropriately.
 - Be extra polite, careful, and kind about how you express yourself while posting to a discussion board or emailing the instructor.
 - Avoid that thousands-word lengthy post and avoid posting dozens of messages a week. In the interest of time only, which I know none of you have enough of, please work on being succinct.
 - Avoid twitter and text message abbreviations. Not everyone knows them.
 - Finally, if you run into any net etiquette-related problems, please e-mail Dr. Thompson directly. I would like to be aware of any concerns.

- Title IX Reporting Obligations. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available.

Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>.

You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Dana Walton-Macaulay by calling 503-725-5651, via email at dana26@pdx.edu or in person at Smith Memorial Union, Suite, 1825 SW Broadway, Suite 433

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate.

For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

- Academic Misconduct. According to the PSU Student Code of Conduct, a student is subject to disciplinary action for academic dishonesty. Academic dishonesty is the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information. Students engaging in academic misconduct will receive a failing grade on that assignment.

COURSE SCHEDULE

Course schedule subject to change with reasonable notice

Week and Dates for F2F (face-to-face) meetings	Topics and Important Dates	Required Weekly Readings (* indicates that only part of the chapter is required for this week)	Online work deadline (at midnight)
Part 1: The Extent and Nature of Crime and Delinquency			
Week 1 F2F: September 30 October 2	<ul style="list-style-type: none"> • <i>Introduction to course</i> • <i>Defining Crime and Delinquency</i> • <i>Extent and Nature of Crime: Official Statistics</i> 	1. Barkan chapters 1, 2, 3* (pp. 1-42) 2. Rios, preface (pp. vii – xvi)	October 6
Week 2 F2F: October 7 October 9	<ul style="list-style-type: none"> • <i>Extent and Nature of Crime: Victimization Data and Self-Reports</i> • <i>Transition: From Correlates to Causal Models</i> 	1. Barkan chapters 3* & 4 (pp. 42-87) 2. Rios, chapter 1 (pp. 3 – 23)	October 13
Part 2: Theories of Crime and Delinquency			
Week 3 F2F: October 14 October 16	Social Psychological Theories <ul style="list-style-type: none"> • <i>Rational Choice Theory</i> • <i>Differential Association Theory</i> • <i>Social Control Theory</i> 	1. Barkan chapters 5 & 8* (pp. 88-104; 148-162) 2. " Six Social Sources of the U.S. Crime Drop " by Uggen and McElrath, 2014. 3. Rios, chapter 2 (pp. 24 – 42)	October 20
Week 4 F2F: October 21 October 23	Social Psychological Theories <ul style="list-style-type: none"> • <i>Self-Control Theory</i> • <i>Labeling Theory</i> 	1. Barkan chapters 8* & 9* (pp. 162-164; 171-178) 2. Rios, chapter 3 (pp. 43 – 73)	October 27
Week 5 F2F: October 28 October 30	Social Structural Theories <ul style="list-style-type: none"> • <i>Gangs, Neighborhood, and Poverty</i> • <i>Social Disorganization Theory</i> <p style="text-align: center;">• October 30: Midterm Exam</p>	1. Barkan chapter 7* (pp. 127-135) 2. Sampson, Robert J. 2008. " Rethinking Crime and Immigration ." <i>Contexts</i> 28-33. 3. Rios, chapter 4 (pp. 74 – 94)	November 3
Week 6 F2F: November 4 November 6	Social Structural Theories <ul style="list-style-type: none"> • <i>Anomie Theory</i> • <i>General Strain Theory</i> • <i>Subculture Theories</i> 	1. Barkan chapter 7* (pp. 135-147) 2. Rios, chapters 5 (pp. 97 – 123)	November 10
Week 7 F2F: No F2F on November 11 (Veterans Day) November 13	Social Structural Theories <ul style="list-style-type: none"> • <i>Conflict Theory</i> • <i>Feminist Theories</i> • <i>Power-Control Theory</i> 	1. Barkan chapter 9* (pp. 178-191) 2. "The Status of Feminist Theories in Criminology" (2009), by Miller & Mullins in <i>Taking Stock: The Status of Criminological Theory</i> , pp. 217-49. On e-reserve at the library. 3. Rios, chapters 6 & 7 (pp. 124 – 156)	November 17
Part 3: Offenders and the Justice System			
Week 8 F2F: November 18 November 20	<ul style="list-style-type: none"> • <i>Crime Prevention and Desistance</i> • <i>Race and Criminal Justice</i> • <i>Life Course Theories</i> 	1. Barkan chapters 8* & 15 (pp. 164-170; 305-326) 2. Rios, Conclusion (pp. 157 – 167) 3. " Citizenship, democracy, and the civic reintegration of criminal offenders ", Uggen, Manza, & Thompson, 2006.	November 24
Week 9 F2F: November 25 November 27	<ul style="list-style-type: none"> • <i>Race and Criminal Justice</i> <p style="text-align: center;">• December 1: Punished analysis papers due on D2L by midnight</p>	1. Barkan chapters 16 & 17 (pp. 327-371)	December 1
Week 10 F2F: December 2 December 4	<ul style="list-style-type: none"> • <i>Institutionalization, Race, and the Criminal Justice System</i> • <i>Class Discussion and Review</i> 	1. Barkan chapter 18 (pp. 372-383) 2. " Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System " (2015), from The Sentencing Project.	December 8
Finals Week: Our PSU-scheduled final exam time is 12:30-2:20 on Thursday, December 12 , in our regular classroom.			

Sociology 418/518 Criminology and Delinquency Paper Assignment: Analysis of *Punished*
Due Sunday, December 1st at 12:00 midnight (submit on D2L)

This paper focuses on the book by Victor M. Rios, *Punished: Policing the Lives of Black and Latino Boys*. This book recounts the author's experiences studying young men facing marginalization and vicious cycles of punishment and incarceration and how these experiences shape criminal activities in the lives of some of these young men. Rios's book raises questions about the causes of crime and delinquency and the role of the criminal justice system in shaping criminal behavior.

Your goal in this paper is to relate Rios's book to course material on theories of crime/delinquency. Specifically, consider the following questions and write a 5-7 page paper that addresses them. You do not need to answer the questions in their given order. In fact, the best papers will integrate the answers to the questions into a coherent paper. The paper assignment asks that you write descriptively about *Punished*, but that you also go beyond mere description to discuss the ways in which Rios's book relates to general questions about the causes of crime/delinquency, the effects of labeling and stigmatization, and the best means for reducing recidivism and/or preventing crime and delinquency from occurring in the first place. To receive full credit, each of the following questions *must* be addressed in your paper, and each answer must be supported with material from *Punished* and (wherever possible) from other class material (such as your Barkan text):

1. Providing examples from the book, explain which sociological theory/theories you think best describe(s) the criminal activity in *Punished*.
 - What does this theory suggest should be done to prevent delinquent behavior (what social policy does this theory recommend)?
2. Was it inevitable that the boys discussed in *Punished* would join a gang and/or be involved in crime? Could different social policies have prevented crime/gang membership? (Explain.)
3. More specifically, what could the juvenile/criminal justice system have done to stop the crime and delinquency described in *Punished*?
 - What does your chosen theory/theories (from question 1 above) suggest about the role of the criminal justice system in affecting crime?
 - To what extent do you believe that the criminal justice system is criminogenic (causing crime)?
 - To what extent do you believe that the criminal justice system is rehabilitative?
4. Ultimately, based on theories of crime discussed this quarter and what you've read in *Punished*, what societal changes do you recommend in order to reduce crime and social injustice?

Other requirements that will be considered when these papers are graded:

- The **primary consideration** in grading will be your ability to successfully tie class material to the Rios book. You *are* expected to refer to class material, such as lecture and required readings. When you refer to *Punished* or to class notes/readings, be sure to provide a citation [e.g., (Barkan 2015), or (class notes 11/4/2019), or (Rios 2011, p. 100)].
 - You should also include a references page at the end of the paper, listing all references you use. You are not required to use any outside references (i.e., books/articles that are not read/discussed in class) but are welcome to do so.
- Was the paper 5-7 pages in length, typed, and double-spaced?
- Quality of the writing, the clarity and accuracy of the arguments, and the overall coherence of the paper. Papers should be proofread and include both an introductory and a concluding paragraph.